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ABSTRACT

This booklet profiles the four School-to-Careers Company of the Year Award winners judged to be demonstrating clearly the value and importance of these three key employer activities: working directly with students and teachers, building a school-to-careers system in the community, and strengthening company practice. The four winners and their programs are Cisco Systems, Inc., San Jose, California, for Paving the Road to Careers on the Information Superhighway; Geographic Data Technology, Inc., Lebanon, New Hampshire, for Helping Young People Map Their Future; Intel Corporation--Oregon Site, Santa Clara, California, Shaping Technology Education from Every Angle; and UPS--Louisville, Kentucky, Operation, Atlanta, Georgia, Delivering Meaningful Opportunities for Students. Each two-page profile of the winners describes the program and provides contact information. (YLB)

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School-to-Careers Company of the Year

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2000 Award Winners

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About the National Employer Leadership Council

The National Employer Leadership Council (NELC) is a business membership organization dedicated to expanding and enhancing employer involvement in school-to-careers. NELC members advocate and support school-to-careers and its fundamental principles as a means to improve both academic achievement **and** career opportunities for students. The diverse companies, business organizations, and trade associations that comprise the NELC work closely with students, teachers, parents, and others to build quality school-to-careers initiatives at the state and local levels. NELC members, and the NELC Leadership Board of 40 senior business executives, are committed to sustaining the significant changes in teaching and learning taking place across the country as a result of school-to-careers.

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The NELC is supported by the business community and the National School-to-Work Office, a joint initiative of the U.S. Departments of Education and Labor.

School-to-Careers Company of the Year Award

The School-to-Careers Company of the Year Award honors businesses involved with exemplary school-to-careers initiatives. Employers are nominated based on a set of criteria that includes: working with students, working with schools and teachers, working with the community, evaluating practices, and demonstrating results. The competitive process is based on peer review and involves members of the NELC Leadership Board. Profiles of the businesses nominated for the Award will be posted on the NELC website: www.nelc.org.

2000 Award Winners

- **Cisco Systems, Inc.,** San Jose, California
- **Geographic Data Technology, Inc.,** Lebanon, New Hampshire
- **Intel Corporation – Oregon Site,** Santa Clara, California
- **UPS – Louisville, Kentucky Operation,** Atlanta, Georgia

The NELC thanks the following board Members for serving on the 2000 School-to-Careers Company of the Year Award Review Committee: Deborah Gingher, The Prudential Insurance Company; Peter Joyce, Cisco Systems, Inc.; Susan Levering, Branch Electric Supply Company; and Jenny Yoshida, Charles Schwab, Inc.

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Employer Involvement in School-to-Careers

The four School-to-Careers Company of the Year Award winners profiled in this booklet are but a few of the thousands of employers actively engaged in school-to-careers initiatives across the country. In every industry and every community, employers are partnering with students, teachers, and community organizations to create new learning opportunities for the workforce of tomorrow.

Since its inception, the National Employer Leadership Council and its members have promoted a wide range of activities for employers in school-to-careers through the *Employer Participation Model* (EPM). The EPM presents specific roles for employers in three main areas:

- **Working Directly with Students and Teachers**. This category includes a range of activities to connect young people and educators with the world of work. It provides a framework for developing increasingly substantive workplace experiences as students progress through school. It also involves young people working directly with adult mentors and supervisors. At the same time, employer representatives work closely with teachers to develop classroom activities that reinforce work-based learning experiences.
- **Building a School-to-Careers System in the Community**. To align their efforts in local communities and regions, leading school-to-careers employers work closely with local, state, regional, and national organizations and associations. As a result, school-to-careers provides wide benefits not only to students and teachers but also to the community as a whole.
- **Strengthening Company Practice**. Implementing high-quality school-to-careers activities requires that all employees actively support the company's involvement. No matter how large or small the company, employees need to understand their importance to local school-to-careers activities.

It is equally important for employers and their school-to-careers partners to regularly assess and evaluate their activities. This ensures that school-to-careers activities in local communities are improved continuously.

This year's winners all clearly demonstrate the value and importance of these key employer activities. Through their efforts, and those of thousands of other employers across the country, school-to-careers supports effective teaching and learning for the 21st Century.

Cisco Systems, Inc.

Paving the Road to Careers on the Information Superhighway

Cisco Systems, Inc., a worldwide leader in networking for the Internet, is committed to working with educational systems and institutions around the globe to ensure that today's students master the necessary skills for success. Toward that end, Cisco's comprehensive e-learning system, known as the Cisco Networking Academy Program, fosters student development and exposure to information technology through its networking curriculum.

Launched in the fall of 1997 in Washington, D.C., the Cisco Networking Academy Program centers on teaching high school, community and technical college, and four-year college students to design, build, and maintain computer networks. The curriculum is web-based and delivered over each Academy's network to students' desktop computers through the Cisco Networking Academy Management System (CNAMS). Furthermore, CNAMS provides online testing, student-performance tracking, and a Quality Assurance Plan. The management system permits students to access content from inside or outside the classroom, proceed through each lesson at their own pace, view video and other visual explanations of the technology, and take frequent tests online to assess comprehension and retention.

Developed in concert with leading educators to ensure sound pedagogy, the Cisco Networking Academy provides a skills-based, hands-on learning environment complete with trained instructors and Cisco hardware. Semesters 1 to 4 of the program cover networking fundamentals and are taught at the secondary and postsecondary levels. Students who complete the course and pass the test modules are prepared to take the Cisco Certified Network Associate (CCNA) certification. The industry-recognized certification qualifies the student for entry-level network manager jobs with an average starting salary of $25,000 and higher. In addition, Cisco has initiated a continuation program

with Semesters 5 to 8, which will prepare students for the Cisco Certified Network Professional certification.

Three years after its inception, the Cisco Networking Academy Program is growing at a phenomenal rate. Educational institutions and governments, all 50 U.S. States, the District of Columbia, and more than 60 countries around the world have adopted the program. Over 100,000 students will be enrolled in the networking academy in school year 2000-2001, and there will be over 3,600 networking academy programs worldwide.

Increasingly, all businesses will rely on a highly trained, technology-literate workforce in order to thrive in the coming years. Through its rich school-to-careers partnership, Cisco Systems is securing a promising future for students and businesses in today's flourishing Internet Economy.

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Geographic Data Technology, Inc.

Helping Young People Map Their Future

Geographic Data Technology (GDT) is a 21st-century mapping company, in that all its maps are computer databases. Over the past 20 years, GDT has become the premiere digital map supplier for business applications and its USA database is now the most-often-used resource for Internet locator and routing applications.

GDT's subject is geography, and more specifically, Geographic Information Systems (GIS). This intersection of geography and information technology provides many opportunities to work with schools, including curriculum development. Thus, the entire enterprise has immersed itself in school-to-careers activities.

For many years GDT has hosted tours for school groups at all levels. A particularly popular activity is a "scavenger hunt" where students use professional Global Positioning System equipment to find "treasure" (T-shirts) hidden on the company grounds. This exercise contextualizes classroom activities on map reading and lessons on latitude and longitude for younger students.

Activities for older students provide opportunities to contextualize lessons on geography, cartography, trigonometry, statistics, and computer science - skills that GTD employees use on a daily basis. For example, in the spring of 2000, GDT worked with the local school district's sixth grade class to create an accurate map of a new three-mile recreational trail recently established in town. The sixth graders presented the map to the town Conservation Commission and a computerized GIS representation of the trail to the Town Planner. GDT's "formula" for an effective educational experience is to involve students as peers with adults on real community projects, using professional equipment, procedures, and standards. At the other end of the spectrum are intensive guest lectures and discussions on technology and the ethics of GIS for Dartmouth

College geography students.

For the November 19th, 1999, GIS DAY celebration, GDT staff members went into 22 local schools and conducted presentations on what GIS is and how it affects the students' lives. The same day, GDT also offered an Open House with tours, visual demonstrations, and a job fair. The company reached over 800 students and had over 200 people at the Open House.

GDT employees work in collaboration with or serve on the Boards of local schools, the Upper Valley Business and Education Partnership (UVBEP), the New Hampshire Job Bank, New Hampshire Technical College, and the Upper Valley Teacher Institute.

GDT plans to expand its activities with schools to include working with local teachers to train GDT volunteers to be more effective in the classroom. GDT has also partnered with local community colleges and vocational centers to create courses and internships around GIS. Geographic Data Technology works to make a difference in education at all levels in the community.

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Intel Corporation

(Oregon Site)

Shaping Technology Education from Every Angle

At Intel, the span of school-to-careers programs is growing as rapidly as the Internet Economy in which it competes. As a leader in the high-tech industry, Intel recognizes the necessity for (1) improvement in science and math education, (2) effective use of technology in the classroom, (3) broad access to technology, and (4) encouragement for women and minorities to enter technical careers. In order to meet these objectives, Intel Oregon organized 16 separate programs and donated $9.4 million in cash and equipment to education programs in 1999.

Intel encourages hands-on training in the technology field. In partnership with the Northwest Regional Education Service District, Intel's innovative Students Recycling Used Technology (StRUT) program provides students with a technical background in computers while expanding computer access in the classroom. In this program, Intel and other enterprises donate new and used computers and parts to "StRUT" schools. Students in the StRUT classes refurbish the donated computers and distribute them to classrooms throughout their school district. Today there are over 2,500 StRUT students in 125 schools who participate in the program.

Intel wanted to assist students inside and outside of the classroom, so a new partnership with the Beaverton Police Activities League and the Portland Salvation Army has led to two Intel Computer Clubhouses. The Clubhouses, supplied with high-end technology, will provide an educational and recreational after-school "hangout" for students. Students who attend the Computer Clubhouse will receive school-to-careers opportunities such as job shadows, internships, and tours at Intel. Intel Oregon will open additional Clubhouses within the next four years as part of Intel's comprehensive plan to establish 100 Computer Clubhouses worldwide.

While its efforts to reach students are laudable, Intel

understands that the continued integration of technology into the classroom must start with the teachers. At the beginning of 2000, Intel promised to train 400,000 teachers. During this 40-hour training program, teachers will be required to rewrite a unit lesson to incorporate technology. These lesson plans will be posted on the Internet, making them accessible to educators worldwide.

The Volunteer Matching Grants program is another example of Intel's dedication to improving education. In this program, Intel encourages employees to volunteer at local schools by matching dollars for their time. During the 1999-2000 school year, Intel Oregon employees spent 34,000 hours in classrooms, earning 99 Oregon schools a total of $149,100.

Impressively enough, these four examples are only a taste of the myriad of programs sponsored by Intel, including high school and college paid internships, workplace tours, and career fairs. By approaching technology education from a different perspective and working at various steps in the school-to-careers transition, Intel is helping align the goals of education with the knowledge required by tomorrow's employers.

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UPS

(Louisville, Kentucky Operation)
Delivering Meaningful Opportunities for Students

The UPS School-to-Work program began in Louisville, Kentucky as a means to help UPS staff its growing air operations while providing local high school seniors the opportunity to gain valuable work experience and earn college credits prior to formally beginning their college careers. Today, however, the program is an extensive partnership with elementary, secondary, and post-secondary institutions, offering a full spectrum of school-to-careers components, including:

- Career awareness and exploration activities for younger students;
- Field trips, guest speakers, group job shadowing, and individual shadowing for intermediate students;
- Actual paid employment, soft skills training, mentoring, and post-secondary planning and experiences for high school students; and
- Paid college for individuals who continue employment after high school.

In an effort to integrate school and work, UPS hosts between five and ten teachers yearly on a three-day exchange. Teachers spend 24 hours working in the organization, then develop units of instruction based on their work at UPS. Through the business-teacher exchange program, UPS assists teachers with the development of curriculum and instructional materials that link academic and workplace skills. In addition, UPS recently awarded Jefferson County Public Schools a multi-million dollar grant to restructure the school's flight and airline mechanics programs and to renovate one of its high schools.

A main component of UPS' effort is the paid employment program. In 1996, UPS began the program with 40 students in eight Louisville area schools. Today, nearly 400 students from 38 schools attend classes in the morning, work at UPS as package handlers in the afternoon, and take a Jefferson Community College course twice a week at the UPS Training and Educational Center

located near the UPS air hub.

UPS maintains standards for program admission and all students are required to have a minimum 2.5 grade point average in high school, good attendance, and a recommendation from their school counselor. As UPS employees, the students receive a starting wage of $8.50 per hour plus full benefits, which includes vision, dental and health care, life insurance, 401-K, and paid vacations. UPS employees serve as mentors to help them establish good study habits, develop self-confidence, and maintain focus on the goals they have set for themselves. In addition, students gain their first taste of college-level work in a supportive and success-oriented program. The success of the program is reflected in the retention rate - currently 91 percent.

UPS School-to-Work program graduates also have the opportunity to participate in another UPS educational initiative known as Metropolitan College. Metro College is a virtual university facilitated by UPS, the University of Louisville, Jefferson Community College, and Jefferson Technical College. It was established to help the company recruit approximately 2,200 of the 6,000 additional workers needed to support the UPS hub expansion underway in Louisville. UPS employees participating in Metro College can pursue their degree of choice from more than 200 programs at any of the three schools. As long as they remain employed with UPS and maintain passing grades, their tuition costs are covered 100 percent through a unique partnership between UPS and the state of Kentucky.

The future of the UPS School-to-Work program is bright as UPS pursues partnerships with other organizations and academic institutions. Through UPS' provision of relevant and desirable educational and career options coupled with a supportive employment program, young people from throughout Kentucky have more opportunities available to them than any previous generation.

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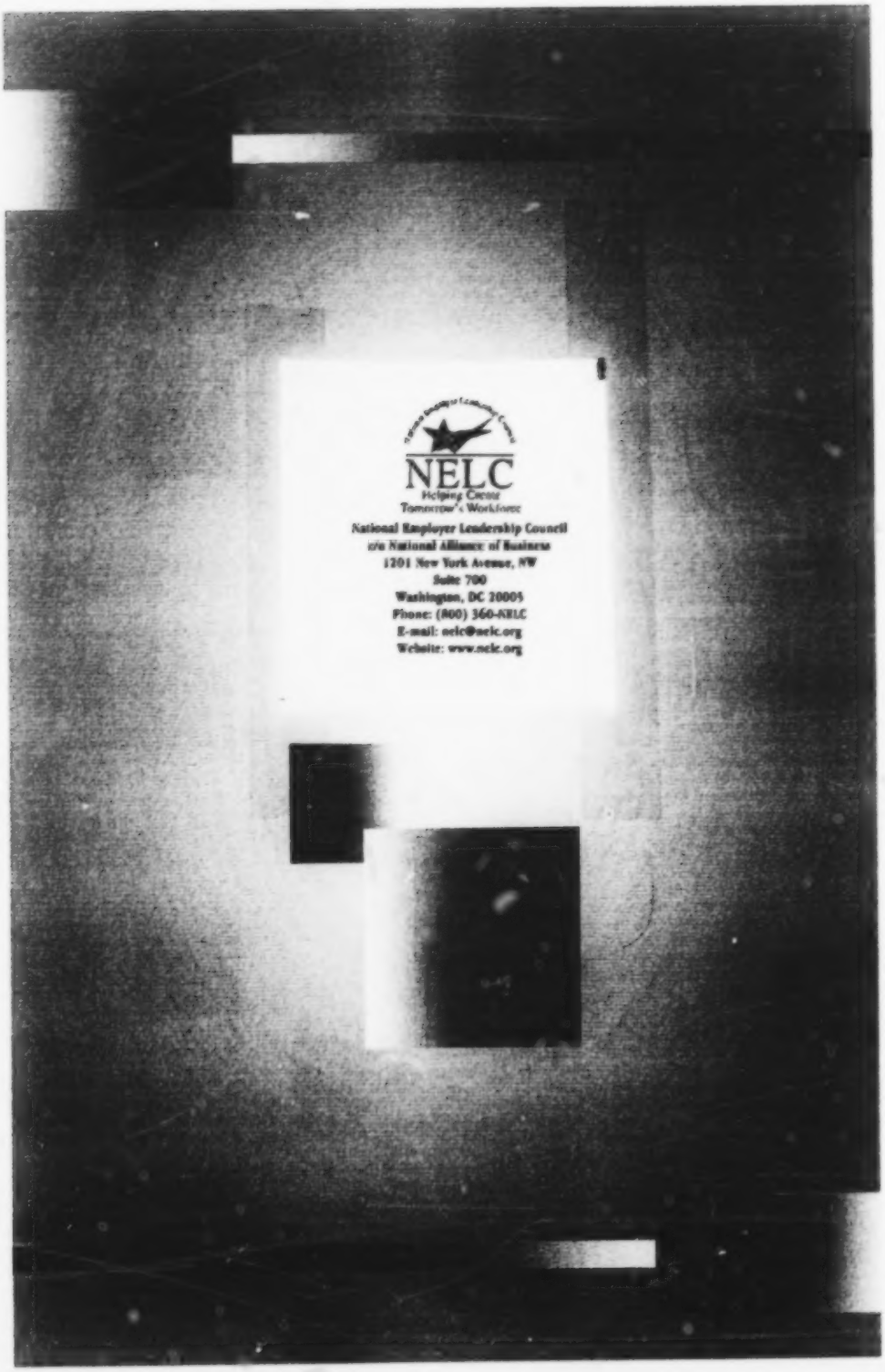

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